

Transition Specialist Program Course Descriptions

Required Courses

TRS 700 Foundations of Transition Education and Services

This course provides an understanding of the historical and legislative foundations of the transition movement. State and Federal transition-related legislation is covered including Social Security benefits, workforce laws and regulations and accommodations for individuals with disabilities. Inclusive models are covered along with evidence-based, community-based education and other post-school options. Transition planning and service delivery is addressed for students with Individualized Education Plans. Self-determination for individuals with disabilities is emphasized along with a strengths-based approach to transition planning and services. This course emphasizes culturally competent service provision for ethnically, culturally, and linguistically diverse youth with disabilities. *3 credits*

TRS 710 Transition Assessment

This course covers the process and methods of collecting data to provide appropriate, individualized and meaningful transition services to youth with disabilities. Current, student-centered assessment methods and tools are studied with an emphasis on administering, analyzing and interpreting the results of assessment instruments. Selection of individualized transition assessments leading to the inclusion of appropriate, measurable and annually updated postsecondary goals is an important focus of the course. Behavioral assessments, aptitude tests, personality or preference inventories, career maturity or readiness tests, interest inventories, intelligence tests, self-determination assessments, work temperament and transition planning inventories are covered. Assessment data that address the skills, abilities and supports necessary to address educational, employment, independent living needs, and the social, communication and functional skills that impact success for students with disabilities are emphasized. *Prerequisite: TRS 700 or equivalent; 3 credits*

TRS 720 Transition Systems and Supports

This course focuses on developing comprehensive transition systems and supports for secondary students with disabilities. A variety of related topics such as best practices in postsecondary education, competitive integrated employment including supported employment, independent living, and community participation are discussed. In order to implement successful transition for those students, social skills training, positive behavioral supports, assistive technology as related to transition goals, and development of self-determination skills across all settings are addressed throughout the course. *Prerequisite: TRS 700 or equivalent; 3 credits*

TRS 730 Collaboration in Transition Planning

This course focuses on accessing collaborative transition services for youth with disabilities during high school years to post-secondary school years. The collaborative services include active participation of students and families in IEP development, transition education and services, and support networks. Community services consist of development of partnerships with potential employers, institutes of higher education, public agencies, and community service agencies. Provision of technical assistance and professional development to school personnel are discussed. *Prerequisite: TRS 700 or equivalent; 3 credits*

TRS 740 Transition: Community-Based Practicum

The purpose of this course is to provide a supervised field-based experience in the provision of Transition Services to transition-aged students with disabilities. The community-based practicum in Transition Services will require 100 clock hours in a community-based setting working with transition age youth to gain experience assisting youth transition from school to adult life. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to transition age youth with disabilities; and 2) faculty supervision via individual and group consultation. The practicum requires students to observe and participate in the provision of multiple services to students with varying degrees and types of disabilities. The practicum is an opportunity to develop, practice and refine the range of necessary for effective transition service delivery. The practicum requires students to utilize and integrate the knowledge and skills learned in previous coursework. *Prerequisites: TRS 700, 710, 720, & 730 or equivalent; may be taken concurrently, 3 credits*

TRS 750 Transition: School-Based Practicum

The purpose of this course is to provide a supervised field-based experience in the provision of Transition Services to transition-aged students with disabilities. The school based practicum in Transition Services will require 100 clock hours in an approved school setting working with transition age youth to gain experience assisting youth transition from school to adult life. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to transition age youth with disabilities; and 2) faculty supervision via individual and group consultation. The practicum requires students to observe and participate in the provision of multiple services to students with varying degrees and types of disabilities. The practicum is an opportunity to develop, practice and refine the range of necessary for effective transition service delivery. The practicum requires students to utilize and integrate the knowledge and skills learned in previous coursework. *Prerequisites: TRS 700, 710, 720, & 730 or equivalent; may be taken concurrently; 3 credits*

Elective Courses

EDU 515 Diversity in Schooling

This course examines the concept of diversity and its implications for teachers, students, and schools. The course draws from leading scholars and writers in the fields of education and related disciplines to highlight the various perspectives on diversity. It also will emphasize the impact of culture on the curriculum, teacher-student relationships and pedagogy in schools. Through course readings, discussion and collaborative learning, and independent research, students will gain a greater understanding of the concept of diversity in its various permutations and will learn how to identify, select, and design teaching strategies that support expressed goals for diversity in schools. *3 credits*

SED 560 Introduction to Special Education

This introductory course focuses on the overview of special education, various categories of disabilities, and educational issues and strategies for teaching and accommodating pupils with special needs. This course serves to familiarize graduate students with the historical, theoretical, and philosophical bases underlying special education including educational terminology for pupils with mild/moderate to severe/profound disabilities, Individualized Education Plans (IEPs), the current laws, landmark decisions, and educational mandates that govern the education for all children and adolescents with disabilities. It also encourages

proper understanding of critical issues with regard to individuals with disabilities. Services provided by other agencies are also discussed. This course provides an essential foundation for further study in special education. *3 credits*

RCP 525 The Psychology of Disability Across the Lifespan

This course utilizes a life span framework to describe and explain the physical, social, emotional and cognitive changes that occur across the life span. The course focuses on the major determinants associated with adjustment to disability during different developmental stages. The impact of disability on personality development, sexual functioning, families, social functioning and active participation in the community will be explored. The course will also provide an historical and cultural perspective of how disability has been perceived through the ages, by the media and society, in general. Students will have an opportunity to examine their own experiences, attitudes, values, and beliefs toward disability as they relate to disability in their lives. *3 credits*

RCP 640 Directed Study

Individually supervised study and projects with advisor when appropriate. *Prerequisite: Permission of instructor; 3 credits*

SCP 750 Directed Study

The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum based project, a research study, a field experience, a practicum or internship. *Prerequisite: Permission of Director of School Counseling Program; 3 credits*

SED 700 Directed Study

The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum-based project, a research study, a field experience, a practicum, or an internship. *Permission of Director of Special Education Required; 3 credits*